

naive recording of the phantasy material than with a balanced appreciation of the total situation, including both the wish-phantasy and the real concrete stimuli. I should not fall into this error now, largely because of the experience I have since gained in the work of actual analysis, where it is no less vitally important to appreciate those immediate real events which call out the child's phantasies than to understand the phantasies themselves. At every point, whether in ordinary life or the analytic situation, there always is the most subtle interplay between the inner and the outer sets of factors.

It must suffice now to make this general point clear by reference to one or two of those detailed incidents, in which I have been able to bring out this interplay between the child and his environment. My readers will recall, for example, how a period of unusual difficulty with Priscilla in the school, when for three or four weeks she was hostile to adults, tyrannical to the children and generally peevish and unhappy, was actually the result of her mother's being away from home in order to nurse someone else's ill child, and Priscilla's being left alone with her father ; and how when the mother returned, bringing Priscilla a surprise gift of a beautiful life-size baby doll, the child's behaviour in the school changed at once, and she became loving, co-operative and tender with the other children. In discussing this situation in the appropriate section (p. 351) I brought out some of the underlying phantasies which the mother's absence had stirred in the child. But it is clear that the real absence of the mother was no less significant than the child's unconscious phantasies and fears—chiefly because it seemed to confirm those phantasies and

fears, which only the actual presence of the mother could counteract.

The behaviour of Cecil in the early days of the school presents us with another illustration of the same point. I have pointed out how helpless and unskilful Cecil was in every way when he first came to the school, chiefly owing to the fact that he had been given no training in independence at home. I have shown, too, how unusually aggressive to other children he was while this state of helplessness lasted. The aggression undoubtedly sprang from his fear of their attacking him, and the domination of his mind by unconscious phantasies of "bad" parents and dangerous rivals. He had little belief in the "good" parent or the child who might be a friend and not